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ABSTRACT

This curriculum guide describes a high school English program structured to meet the needs of the homeless boys of Boys Town, Nebraska. The program is individualized, designed to provide as much tutorial help as possible. The general goals of the program are to improve communication skills in reading, writing, speaking, and listening. The guide discusses the following specific components of the program: grading, the basic skills learning center, oral communications skills, the elective program, and the summer school program. Two reading lists are included: a list of literary selections adopted by the majority of the schools in the Omaha area and a list of high interest books for students with reading difficulties. Also included is a bibliography of professional reading for the teacher in the areas of reading skills, composition and rhetoric, language, literature, education, and English education. (Author/DI)

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ENGLISH

CURRICULUM

GRADES

9–12

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Prepared by

ENGLISH DEPARTMENT

BOYS TOWN HIGH SCHOOL

BOYS TOWN, NEBRASKA

CS 200 347

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ENGLISH DEPARTMENT STAFF

BOYS TOWN HIGH SCHOOL

BOYS TOWN, NEBRASKA

Al Bosn
Chairman, English Department

Pam Brust

Michael Clark

John Dervan

Margaret Liebelt

Mary Jo McLaughlin

Rich Mammola

Wayne Nelson

Dwain Pedersen

Sheila Pedersen

Claire Rodgers

Lynn Wolke

Msgr. Nicholas H. Wegner, Director

Harold Crawford, Superintendent

Clarence Stoffel, Principal

General Introduction

The proposal for the English program described in this guide resulted from a self-evaluation by the Boys Town High School English Department. The comments listed below formed the basis for the discussions that led to the proposal.

1. The philosophy of Father Flanagan's Boys' Home states that the Home accepts the boy as he is and assumes full responsibility in so far as it is humanly possible to educate and train the whole boy. The Home has always been open to boys of all races, religions, and cultures who were in need of a home. In recent years however, there has been an increase in the number of students who have more pronounced school related problems. Most of them test below their level in all of the communication skills. Some of them have not been attending school on a regular basis. Lesson planning is further complicated by the fact that many new students arrive during the school year.
2. The primary responsibility of the English department is the improvement of the student's communication skills. The English department does not set the entrance requirements. The teachers cannot wish away the students' problems. Nor can they erase the students' deficiencies by using physical, social, or psychological labels.
3. In order to meet the needs of the students, the English department will have to develop a program that will provide as much tutorial help as possible.
4. The development of an individualized program appears to be the best method for achieving our goal.

No attempt will be made here to prove the merits of individualized study. It is not a radical or new concept. Individualized learning has always been the aim of every good teacher. Dr. S. Alan Cohen, in his book Teach Them All to Read, discusses the following seven laws of learning that underlie the individualized approach.

1. When to teach what depends upon the individual's capacity.
2. A motivated learner acquires what he learns more readily than one who is not motivated.
3. Individuals need practice in setting goals for themselves, goals neither so low as to elicit little effort nor so high as to foreordain failure. Realistic goal setting leads to more satisfactory improvement than unrealistic goal setting.
4. Active participation by a learner is preferable to passive reception.
5. Meaningful tasks are learned more efficiently than tasks not understood by the learner.
6. Information about the nature of a good performance, knowledge of his own mistakes, and knowledge of successful results aid the learner.
7. The personal history of an individual - his reaction to authority, for example - may hamper or enhance this ability to learn from a given teacher.

The success of any English program is not determined by the physical structure of the center or by the materials that are purchased. The success of the program depends on the capability and enthusiasm of the teachers involved. Dr. Cohen, in describing the teacher's role in the classroom, lists nine priorities for achieving individualized study.

1. Arrange conditions conducive to learning by structuring a "therapeutic classroom."
2. Teach pupils to teach themselves.
3. Ensure success by carefully matching materials to needs.
4. Diagnose, guide, interpret, and evaluate growth.
5. Supply on the spot first aid when materials do not work or when they are not available.
6. Develop new methods to solve the problem in the future.
7. Personally interact with individuals and small groups.
8. Group, and continously regroup, small learning teams.
9. Introduce lectures and other full group activities.

Philosophy and Objectives

This curriculum guide departs from most curriculums in that it does not list specific objectives. The development of performance objectives is absolutely essential to an individualized approach. This results in a very extensive list of objectives. Rather than repeat them in this guide, each teacher is provided separate books both for use in the learning center and for developing units for the electives. These books are:

The Catalogue of Instructional Objectives, Random House

Selected Objectives for the English Language Arts, Grades 7-12, Lazarus and Knudson

The general goals of the English department are expressed in the following manner.

The primary responsibility of the English department is to work toward the improvement of communication skills. The attainment of this goal will do much to improve mutual human understanding and will fulfill the philosophy of Father Flanagan's Boys' Home.

The first goal in the teaching of reading is to provide every student with a functional ability that will meet his own practical needs. The second goal of reading is to provide the student with the ability to find the kind of enrichment and pleasure literature can offer.

The first goal in the teaching of writing is also to provide practical skill. Writing a sophisticated skill will not be achieved by all students.

The first goal in the teaching of speaking and listening skills is to provide the student with the functional language ability that will be required in his vocational and social life. Modern society, however, has added the additional duty of preparing a student for a mass media environment.

Grading

One of the basic tenets of the learning system developed by Dr. Cohen is that the rewards for learning should be intrinsic, not extrinsic. In other words, the student's award should be the knowledge that he has gained and the success that he has achieved. The High Intensity Learning Systems is designed so that every task, whether it is a learning task or a procedural activity, provides immediate feedback so that the student knows whether he has achieved the task. The entire system divides learning into steps so that the student can achieve closure quickly.

However, as long as school systems require extrinsic rewards for achievement, teachers have to devise a system of grading that will not defeat the individualized learning approach. The Boys Town English department has developed the following grading system.

Boys Town High School uses a system of letter grades, quality points and credit hours. The manipulation of quality points and credit hours allows the teacher to give letter grades and to avoid F's or incompletes. First of all, the teacher has to decide on the level of difficulty of the work and the student's achievement on an individual basis. The letter grade or quality point average is not decided on the basis of classroom tests. Second, before the student begins his program, a decision has to be made as to how much of the program should be completed by the individual student to earn five credits. If the student has not completed the work at the end of a semester, he is given partial credit, a grade, and quality points for the work that he has completed.

One other extrinsic reward that is very important to the students at Boys Town is the commendation slip. These slips are sent to the student's cottage and his cottage counselor uses them to grant extra privileges. The reasons for issuing these commendation slips are based on the student's own needs and abilities, not on a set of arbitrary standards.

BASIC SKILLS LEARNING CENTER

All of the courses taught in the center are individualized.

Capacity

40 students (Heterogeneous grouping)

Teachers

1 Reading specialist

3 English teachers

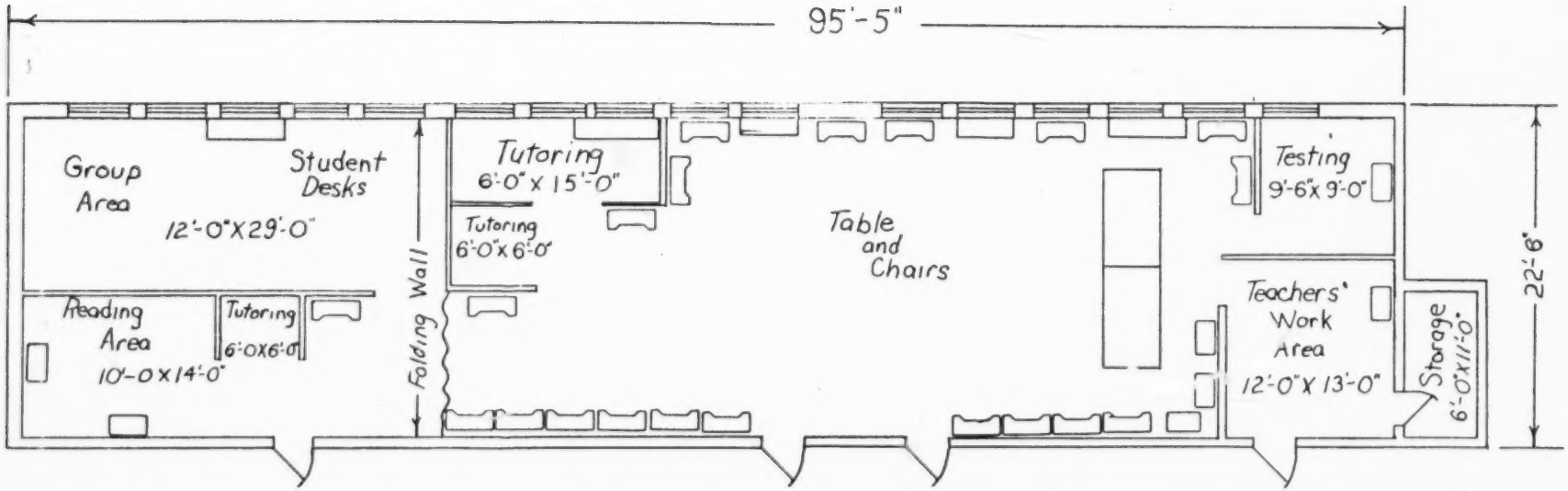
1 Teacher aid

Placement

All freshmen students

All students (9-12) who arrive after school starts.

Students taking elective courses on a space available basis. (The elective courses that are marked with an asterisk are courses that can be taken in the center.)



ENGLISH BASIC SKILLS LEARNING CENTER
BOYS TOWN HIGH SCHOOL BOYS TOWN, NEBRASKA

The English Basic Skills Learning Center

This description of the center is taken from the booklet titled "A Brief Description of High Intensity Learning Systems - Reading" from Random House, Inc. The High Intensity Learning Systems was developed by Dr. S. Alan Cohen and is managed by Random House, Inc. The High Intensity Learning Systems was selected by the Boys Town staff because it is based on solid principles of learning, the objectives are well defined and developed, the system offers in-service training for teachers, and it has proven itself in other schools. The Boys Town program has been expanded to include writing skills. Although the following paragraphs refer to reading skills, the same principles of learning apply to all communication skills. This description is intended only to serve as a brief overview of the system. Teachers who work in the center must complete approximately eighty hours of in-service training.

The High Intensity Learning Systems is really two things. It is a body of materials put out by over thirty publishers. It is also a classroom management system put out by Random House Educational Systems, Inc. The primary components of the system include in-service training, The Instructional Manager's Guide, The Catalogue of Instructional Objectives, and the testing program.

The Background and Philosophy of the System

Basic Concepts

There are several concepts fundamental to High Intensity Learning Systems - Reading. Most important are:

1. Prescriptive diagnosis. Not only does the system provide tools for analyzing the student's reading behavior, it also helps the teacher prescribe activities for instruction.
2. Motivation. The system provides motivation through immediate reinforcement--the student gets "feedback" right away to let him know whether his response to a "learning stimulus" has been adequate.

3. Individualization. Because the system involves a large variety of specially designed materials, the teacher can personalize content, rate and level for each student.

4. Intensified instruction. Students learn efficiently through an intensified approach, using appropriate materials, technology and systems. The intensive approach means a new role for the teacher.

5. Performance objectives and criterion-referenced assessment techniques. Setting as a goal certain well-defined reading behaviors, schools can plan their curriculums more clearly; they can also evaluate students' performance with a knowledge of "what they are evaluating for."

What is prescriptive diagnosis, and what does it do?

Prescriptive diagnosis is a form of diagnosis which doesn't assign a number ("third-grade level"); doesn't assign an etiological label ("this boy has developmental dyslexia"); but does help the teacher find a way to teach the student to read. It has five main characteristics:

1. It defines the specific reading behavior to be measured, usually by the nature of the test used.

2. It describes the behaviors operationally, usually by the nature of the test item. (Sample test items: "Select one of four alternative titles that expresses the paragraph's main idea." "Circle the initial consonant in the word.")

3. It defines the conditions of behavior, specifying such circumstances as "with a timed test" and "in a classroom."

4. It defines the criteria of mastery in such terms as "grade level achievement" and "percent correct." These criteria of mastery are determined by the teacher, who takes into con-

sideration the entering level of the student, his general level of ability, his degree of retardation, and the level of the materials available. The teacher sets an expectancy level higher than that at which the student is currently operating, but low enough for the student to reach in a relatively short time.

5. It answers the question "So what shall I do about these findings?" The teacher doesn't just record a qualitative or quantitative designation to a piece of the student's test behavior (for example, "Tom only got 40% of the answers right on the initial-consonant test"); he also records a prescription indicating what activity, at what level, the student should work on in order to learn what he needs to learn.

The Accountability Concept

An important stimulus to this system's development has been a movement gaining force in schools throughout the country: the movement toward accountability. Accountability in a school program means that the program defines precisely what each student will learn--and that any observer can see whether the student has learned it. Both the teacher and the student know exactly what the student must learn; they know the methods and materials he will use to learn it; and they know what specific behavior the student must manifest for him and the teacher to know that learning has occurred.

Motivation

The student is motivated to continue his involvement in the Reading Center by receiving direct feedback for everything he does (in psychological terms, for every time he responds to a learning stimulus). Charts,

graphs, Achievement Awards and chances to spend more time on reading activities help give the student reinforcement or "pay-off." The Reading Centers are designed to be attractive and inviting. In addition to the kits, workbooks and other prescribed reading materials, they contain bins of trade books suitable for a wide range of interests and reading levels.

Oral Communication Skills

The student's prime means of communication are through oral presentation. He communicates through articulation of ideas and events. Therefore, due to the importance of oral communication skills, the English program lists a speech class as a requirement instead of an elective. It is true that the development of oral skills is a continuous process and is an integral part of every English class. Nevertheless, the English department believes that every student will benefit both in his ability to communicate his ideas and in the building of self-confidence if he takes a speech class. The basic speech course is described on the following page. More specific objectives can be found in the teacher's lesson plans.

Speech

Speech training contributes to the health of a free society and to the full development of its citizens. Those who live in freedom assume that persuasion is superior to force; that the methods of persuasion discussion, and debate are preferable to those of dictation and coercion. But the system of persuasion works only when all sides have equal opportunity to be heard and have spokesmen of approximately equal skill to defend their ideas. It requires, too, not just any kind of speaking, but effective, intelligent, and responsible speaking.

Not only does speech training contribute to the vigor of a free society, it also contributes to the development of the individual within that society. It contributes insofar as it enables citizens to participate more effectively in the decision-making processes of democracy. It contributes further in broadening the over-all appreciation of the individual. Literature had an oral tradition long before it was written down. Today the oral tradition reasserts itself. Through the techniques of modern recording, poets, humorists, dramatists, and intellectuals address a larger audience than ever before. The impact of radio and television are too apparent for elaboration.

General Aims of Speech Course:

1. Improve the use of voice and oral language.
2. Provide self-analysis and development of poise through participation in projects and discussions.
3. Prepare pupils to be articulate members of a community, to express themselves clearly and effectively.
4. Acquaint students with various forms of communication arts - stage, radio, television - through actual participation in projects as class observation.
5. Learn to work cooperatively with others through democratic procedures.
6. Aid development of critical judgment and the ability to give and receive criticism in a healthy environment.

The Elective Program

The elective courses are one semester courses. The number of students in a class depends on student ability and course difficulty. The elective courses are designed to meet the needs of both the vocational and the college bound students.

The courses marked with an asterisk are courses that will be offered as individualized courses in the learning center.

The number of semester courses required of a student depends on the type of diploma that the student is working toward.

Courses

American Literature
English Literature
Explorations in Literature
(Mini-courses: mystery, adventure, sports science fiction)

Literary Classics
(Mini-courses: Greek Lit.. Roman Lit., the Bible mythology, the epic, Shakespeare)
The Minority Experience
Modern Literature
(Team taught, Individualized Packets)
*Readings in Literature
(Guided Reading Program)
Satire and Humor
Understanding Man I
Understanding Man II
World Literature

Creative Writing
*Grammar
*Individualized Composition
Logic
Debate
Drama

Journalism - The School Newspaper
Journalism - The Yearbook
Vocational English
(Team taught)
*Speed Reading
The Newspaper and the Magazine
TV and Film

The elective courses are designed to meet the needs of both the non-college bound student and the college bound student. Not all of the courses described in this section will be taught every year. The courses that are taught each year will depend on the number of students that elect the course. Further, since the elective program is open to experimentation, courses may be offered that are not listed here.

The course descriptions that follow this preface are very brief. The teachers who teach the courses are asked to prepare lesson plans that list all of the general and specific objectives as well as the methods for the course. These lesson plans are made available to other teachers and administrators. However, some general remarks about electives are called for to remind the teachers that there is a danger of losing continuity in an elective program. When the teachers write their lesson plans, they are asked to keep the following points in mind. These also will be the areas that will be checked when classroom visitations are made by the department chairman.

First of all, the task of individualizing the English program does not end in the learning center. It is the duty of the entire department to develop teaching methods that will individualize all of the courses that are offered. Teachers should be guided by the nine responsibilities for individualizing instruction that are listed in the general introduction to this curriculum guide.

Second, the teaching of reading and writing skills does not end in the 9th grade. The elective courses must continue to reinforce these skills.

Writing

The goal of all instruction in writing is to encourage the student to express himself in writing in a clear and understandable manner. Although there are a variety of approaches to the improvement of writing skills, there is one premise that is most vital to the student's growth in writing skills. That premise is that a student learns to write by writing. Therefore, written assignments that will provide the student with a variety of writing experiences must be made an integral part of all the elective courses. Further, merely assigning written work will not help the student. The practice in writing should also be structured and evaluated. To achieve this, teachers are instructed to use the following guidelines.

1. Be concerned with what the paper really says and mark both the strengths and the weaknesses.
2. Make corrections and comments instructional.
3. Provide time for editing and revising.
4. Emphasize student responsibility for editing and improving.
5. Provide for individual and small group conferences.
6. Make use of student papers in class.
7. Reward creativity in writing at all levels of ability.

Reading

Literature teachers often optimistically presume that the student has already mastered all of the skills that are needed for interpreting written symbols. When reading skills are discussed, teachers often think only of remedial reading classes, forgetting that the reading of various types of literature also calls for instruction in reading skills improvement. For this reason, the following list of reading skills has been reprinted from the English Journal (March 1969, pp. 373-4). The teacher should review this list in organizing his lesson plans to ensure that he is helping the students develop the competencies and skills that he needs.

I. Vocabulary Skills: ability to use context clues; to use phonetic and structural analyses; to use the glossary and the dictionary; to use wide reading; to develop and extend word meaning.

II. Comprehension Skills: extension of ability to find and to understand details and main ideas; to relate supporting details to main ideas; to understand sequence of ideas and events.

III. Skills for Studying Factual Materials: ability to define a specific purpose for reading; to adjust the method of reading to one's purpose and to the nature of the material; to locate information; to evaluate, organize, and use information; to remember what is read.

IV, Creative Reading Skills: ability to draw conclusions and to make inferences; to anticipate events and to predict outcomes; to use in new situations the ideas gained through reading; to select and use several sources of information in solving a problem; to judge the validity of information in solving a problem; to identify the writer's purpose; to distinguish between the relevant and the irrelevant, the important and the unimportant; to distinguish between cause and effect, and between fact and opinion.

V. Skills Needed for Reading Literature, Understanding, Appreciation: how literature can develop living through insights into the ways others live, think, and feel; how literature can develop aesthetic values; how literary situations can be used to understand oneself and one's life; how an author develops plot; how he reveals character; how characteristics of different literary forms affect the writing and reading of literature; how the reading of literature is expanded by visualizing characters and setting; how it is expanded by

"hearing" characters' voices and conversations; the effects of telling a story from different points of view; the use of flashbacks and other time patterns; the importance of foreshadowing clues; the use of descriptive and affective language; the use of symbols and figures of speech. The use of humor, satire, irony; the use of mood, tone, the "speaking voice," and how the author creates them; the effects of rhythm and rhyme in poetry; types of poetic form; the effectiveness of word sounds in poetry; the enchantment of literature through oral reading; the enjoyment of literature through appreciative listening.

Literature Selections

The major reason for teaching literature is to have the students develop a mature appreciation for and understanding of literary works so that they will develop both personally and socially. The readings should arouse the student's intellectual curiosity and give him a deeper awareness of himself, his fellowman, and the world he lives in. It is these humanistic goals that differentiate a liberal education from a strictly utilitarian education.

This guide does not intend to dictate to the teacher the literary selections that must be utilized. The following criteria are given so that the teacher may be guided in selecting reading material.

The content of the literature program should:

1. Present a reasonable spread of easy to difficult read.
2. Be relevant to the varying interests of the students.
3. Enable the students to relate themselves to the kind of world in which they live.
4. Provide ideal images of what they may become.
5. Encourage the pupils to know themselves and seek their potential.
6. Give the students pleasure.
7. Satisfy the esthetic needs of the pupil.

Free Reading

According to John C. Dana, the twelve rules for improving reading are the following: "1. Read, 2. Read, 3. Read some more. 4. Read anything. 5. Read about everything. 6. Read enjoyable things. 7. Read things you yourself enjoy. 8. Read, and talk about it. 9. Read very carefully some things. 10. Read on the run most things. 11. Don't think about reading, but 12. Just read."

If we are to turn out students that will want to read, we cannot rely solely on limited assigned reading. That means that during the school years we must cultivate in our students the habit of reading by guiding them to read material that they will enjoy. An evaluation of the types and amount of outside reading also presents the teacher with an excellent opportunity to evaluate the student's attitude toward reading. It is left up to the discretion of the individual teacher to determine the type and amount of outside reading. The objective is to cultivate a desire to read. The appendix does contain recommended reading lists for the various levels. The teachers should use these lists when recommending books to their students.

Student Guidance

Finally, the English department will continue to work with the guidance counselors so that the students are given the information and advice they need to select courses that will benefit them.

Course Descriptions

American Literature

The literature selections in this course offer an interpretation of the American spirit by the country's outstanding writers from colonial times to the present day. These selections reflect American principles and ideals. They are also selected for their artistic merit, and they contain ideas for meaningful discussion. The discussions and written assignments attempt to broaden the student's understanding of how present day American ideals have developed through the years. This course is open to juniors and seniors.

English Literature

The literature selections in this course emphasize the achievement of significant authors and the development and influence of various literary trends. One of the primary aims of this course is to aid the student in analyzing literary worth and in expressing his growing ability to distinguish between good and mediocre literature. This course is open to juniors and seniors.

Explorations in Literature

This is an excellent course for students who profess to be non-readers. The books are selected for thier interest and readability. The course is developed around a mini-course format. The literature selections for the mini-courses are taken from mystery stories, adventure stories, sports stories, and science fiction. It is the aim of this course not only to get the student to read, but also to express himself in speech and writing.

Literary Classics

Through the use of a mini-course format, students will be introduced to the literary giants of many ages. The selections are taken from Greek literature, Roman literature, the Bible, mythology, the epic, and Shakespeare. One of the objectives of this course is to show how these classics have effected our current literary scene. The ultimate and hoped for goal is to have the students leave the course with the desire to continue reading selections from the classics.

The Minority Experience

The students in this course will be concerned with the culture and heritage of various peoples as seen in literary selections which deal with the lives and customs of specific ethnic groups (Black, Mexican-American, Indian, etc.). One of the objectives of this course is to have the students become aware of the contributions of all ethnic groups to our literary culture.

Modern Literature

This course will utilize team teaching and individualized learning packets. The course will include all types of modern literature, and the students will be given some choice in the selections they will study. Some of the objectives of the course are: to help the student develop the skills to analyze literary works more intensively, organize basic philosophical ideas and beliefs in a written paper, and better understand himself and his place in the universe.

Readings in Literature

This individualized approach to literature is basically a guided reading program. Students are assigned to the individualized learning center for this course. The primary objectives of the program are, first, to expose the student to a broad base of literature, and, second, to introduce him to the better writers and show him how their works have influenced literature. The only specific objective that can be immediately tested is the factual knowledge the student gained from the books. If the course does motivate the student to continue reading books and develop a desire for the knowledge, insight and appreciation that one gets from reading, the course will have fulfilled its ultimate goal. It is hoped that the individualized approach and wide selection of books will help foster this attitude toward literature.

This course is designed for students of all ability levels. Every effort was made to include great literature as well as relevant literature for today's youth. In addition, using the Dale-Chall readability formula, the selections were made so that the reading level ranges from grade 5 to the college level. Laboratory cards are provided for each title. The cards include a student introduction, meaning study, and comprehension study. The questions progress from the simple to the complex. The questioning is patterned so that the below average student can attain a passing percentage score.

The students are given a reading test to determine their reading level. In a student-teacher conference, the teacher uses this information to help the student set up his objectives for the course. The student is also told how many books he will have to read to receive a certain grade. This is done on an individual basis.

Satire and Humor

There are many different types and uses of humor and satire, and in this course the student will see how they range from simple entertainment and amusing stories to piercing social comment and ridicule in writing, film, and TV. After reading and viewing some of the works of several well-known humorists and satirists, the student will try writing his own humor and satire.

Understanding Man I and II

These are excellent courses for students who are deficient in basic skills. The students will utilize the materials from the Gateway English Program. This is a complete language arts program developed by Hunter College for inner-city students. The reading selections are of high interest-low level reading levels. The courses include a reading and writing skill building program.

Understanding Man I covers the areas of knowing and discovering oneself and family and coping with everyday situations through literature.

Understanding Man II covers the areas of strivings in life and justice and the contrast of rebels and regulars through literature.

World Literature

This is an excellent course for the student who has had problems reading the selections in most literature courses. Materials from the Scott. Foresman Compass program are used. The literary selections in this program were selected for their high interest and readability and include works by authors from all over the world. The selections are grouped into thematic units. A reading and writing skills improvement program accompanies the reading selections.

Creative Writing

Students learn to write only by writing, editing, and testing the effect of their words on others. Practice is essential. The practice, however, should not be routine. It should be enjoyable and rewarding and encourage the students to use their imagination. To achieve this aim, the materials used in this course are designed to stimulate the student's imagination and provide him with a variety of writing experiences. These experiences should provide an opportunity for every student to discover and know himself and provide an opportunity for every student to observe, reflect upon, and reveal experiences in writing for others.

Grammar

This course is offered for those students who think that they would benefit from an intensive and organized review of grammar. The course is individualized so the student will be working only in the areas of his weakness.

Individualized Composition

An Individualized Approach to Better Writing

This elective course is designed to give a student who wants to improve his writing the chance to do it in a setting that permits him to work and learn at his own rate.

This course includes both a study of grammar and a variety of writing experiences. The student uses a programmed text and a variety of filmstrips for grammar study. A student can skip all or part of tne grammar section of this course through the use of pre-tests. The writing assignments are arranged so that the student will gain from a

variety of writing experiences. Many of the writing assignments use films, filmstrips, and tapes to help the student develop topics for his essays.

The course is taught in the individualized learning center. The student is given a packet for the course. He can then select his supervisor from among the teachers in the center. He confers with his supervisor each time he completes a unit.

A list of specific objectives is listed in the student's packet. Teachers are to use this list when they evaluate the student's progress.

Logic

Propaganda, political and advertising language, and basic argumentation techniques will be studied through selections from literature, speeches, and media sources. The course attempts to teach a system of argument organized especially for any occasion where the mind needs to triumph over blind prejudice or emotions. Written and oral assignments are included in this course. The course is open to seniors only.

Debate

This course may be substituted for the speech requirement, but it is limited to students of average and above average ability. The course, designed for all students interested in speech and argumentation, explores the techniques and principles related to parliamentary procedure, group and panel discussion, and formal debate. It offers training and experience in self-expression based on research, logical organization and presentation, rebuttal, and cross examination. This course serves as the basic training course for the varsity debate team.

Drama

This course will serve as an introduction to the techniques of acting and the fundamentals of play production. Students read and present scenes from famous plays and discuss the problems associated with their interpretations. The course forms the nucleus for the drama activities at Boys Town.

Journalism - The School Newspaper

This workshop course is directed toward the publication of the school newspaper, The Cowboy Gazette. It should be limited to students of at least average ability. Particular emphasis is placed on news editorial, sports, and feature writing along with column typing and page layout.

Journalism - The Yearbook

This workshop course is directed toward the production of the school yearbook, The Pylon. It should be limited to students of at least average ability. The emphasis in this course is on the planning, composition, layout of articles, artwork, and photography for periodicals, annuals, and special publications.

Vocational English

This is a very practical course, and all students should complete this course before they graduate. It is open to students of all ability levels. The course will employ team teaching techniques and will utilize personnel from the English department, the trade school, the guidance department, and speakers from the professions, businesses, and trade unions. The course will cover vocabulary and reading skills for technical manuals, letter writing, application forms, job hunting, job interviews, employer-employee relations, and job resumes. The primary objective of the course is to make the student aware of the need for

good communication skills in all walks of life. The course is limited to juniors and seniors.

Speed Reading

This course is taught in the individualized learning center. It is designed for students who are reading at at least the eighth grade level or higher, and who are sincerely interested in streamlining their reading skills. Areas of concentration include: overcoming nine brakes that slow down reading; developing efficient eye movements; learning to study effectively; knowing how to take shortcuts utilizing techniques of skimming, scanning, previewing and overviewing; critical reading-inferences, detecting propaganda techniques, etc; appreciation of various types of literature; building a better vocabulary; establishing a lifetime program for maintaining and further developing skills in the aforementioned areas.

The Newspaper and the Magazine

This course offers a comparison of local, national, and international news. Feature and editorial writing are examined for style, impact, and bias. Propaganda and advertising techniques are also studied. Written and/or oral reaction and reporting are expected. The primary objective of the course is to develop the student's reading skills so that he can read about, interpret, and discuss intelligently the daily issues he will face when he leaves school.

TV and Film

The informational impact for the majority of the students will increasingly be coming from the mass media. If the students are to be expected to interpret and discuss the issues they will face, they

should be developing the skills they will need. A study of TV and film-making techniques and the actual making of films should help the students develop critical viewing skills. The students will also be made aware of how films and TV can and do utilize propaganda techniques. Written and/or oral reaction and reporting are expected. This course is open to students of all ability levels.

Summer School

The high school offers a nine week summer school session as part of the Home's summer program. The school day consist of four one-hour periods. A fifth hour is offered to students who desire to earn a full semester credit.

Students select the courses either because they need to make up credits or because they wish to take additional courses. In addition, all choir students are required to attend the summer school session because they go on their nationwide tour during the first quarter of the fall term.

The English department offers generally the same courses during the summer as during the spring and fall terms. The major difference is in the amount of material that is covered and the number of credits that can be earned. The English Basic Skills Learning Center provides the same program as during the regular school term. A student may earn a full semester's credit by working in the center for two hours a day. The number of elective courses that are offered depends on how many students sign up for a course.

Reading Lists

List A: Literary Selections

List B: High Interest - Low Level Selections

The following book lists are presented here for the benefit of teachers who desire to compile reading lists for their classes. The selections are neither mandatory nor exhaustive. The first list contains selections that have been, with few exceptions, adopted by the majority of public, parochial, and private secondary schools in the Omaha area. They are recommended to those students seeking to build a good background in English and American literature and looking for an interesting tale or account. The second list contains books that were selected on the basis of their difficulty and their interest. The selections were made with the thought in mind that the reading material should be of the appropriate level of difficulty, it must be suitable in type, and it must be of the appropriate interest level. The disabled reader will not be interested in reading material that he cannot read, no matter how attractive the subject matter. Teachers should keep this in mind when compiling reading lists for the low level classes.

List A

Literary Selections

Austen	Pride and Prejudice
Baldwin	Nobody Knows My Name
Balzac	Pere Goriot
Barrett	Lilies of the Field
Bellamy	Looking Backward
Bennett	The Old Wives Tale
Bronte	Jane Eyre
Bronte	Withering Heights
Buck	The Good Earth
Bulfinch	The Age of the Fable
Bunyan	Pilgrim's Progress
Burdick	Fail Safe
Butler	The Way of the Flesh
Carroll	Alice in Wonderland
Carson	The Sea Around Us
Cather	My Antonia
	Death Comes for the Archbishop
Catton	Stillness at Appomatox
Cervantes	Don Quixote
Chaucer	The Canterbury Tales
Chekhov	Short Stories
	The Cherry Orchard
Clemens (Twain)	Tom Sawyer
	Huckleberry Finn
	A Connecticut Yankee
Coleridge	The Rhyme of the Ancient Mariner
Collins	The Moonstone
Conrad	Lord Jim
	The Heart of Darkness
Cooper	Last of the Mohicans
Crane	Red Badge of Courage
Cronin	Keys of the Kingdom
Curie	Madame Curie
Dante	Divine Comedy
Day	Life With Father
Defoe	Robinson Crusoe
Dickens	A Christmas Carol
	David Copperfield
	Great Expectations
	Oliver Twist
Dickenson	Poems
Dooley	Deliver Us From Evil
Dostoevsky	Crime and Punishment
Douglas	The Robe
Doyle	Sherlock Holmes
Dreiser	An American Tragedy
Drury	Advice and Consent
Dumas	The Three Musketeers
	The Count of Monte Cristo
Durant	The Story of Philosophy

Eliot	Silas Marner
Emerson	Essays
Faulkner	Intruder in the Dust
Fitzgerald	The Great Gatsby
Forester	Sink the Bismark
Frank	The Diary of Anne Frank
Franklin	Autobiography
Galsworthy	The Forsythe Saga
Gilbreth	Cheaper by the Dozen
Golding	Lord of the Flies
Goldsmith	The Vicar of Wakefield
Greene	Collected Essays
	The Quiet American
	The Power and the Glory
Gunther	Death Be Not Proud
Hamilton	The Greek Way
	The Roman Way
	Mythology
Hansberry	Raisin in the Sun
Hardy	Far From the Maddening Crowd
	The Return of the Native
Hawthorne	House of Seven Gables
	Scarlet Letter
Hemingway	For Whom the Bell Tolls
	The Old Man and the Sea
Hershey	Hiroshima
Herzog	Annapurna
Heyerdahl	Kon-Tiki
Hilton	Lost Horizon
Homer	Illiad
	Odyssey
Hudson	Green Mansions
Hugo	The Hunchback of Notre Dame
Huxley	Brave New world
Ibsen	Enemy of the People
Irving	Sketch Book
James	The Portrait of a Lady
Keats	Poems
Keller	The Story of My Life
Kennedy	Profiles in Courage
Kipling	Short Stories
Knowles	A Separate Peace
Lamb	Essays
Leacock	The Best of Leacock
Le Carre	The Spy Who Came in From the Cold
Lederer	The Ugly American
Lee	To Kill a Mockingbird
Lewis	Main Street
London	Call of the Wild
Lord	Day of Infamy
Malory	Morte D'Arthur
Maugham	Of Human Bondage
Maupassant	Short Stories
Melville	Moby Dick
Michener	The Bridge at Toko-ri

Miller	Death of a Salesman
Mitchell	Gone With the Wind
Morley	The Haunted Bookshop
Munro	Short Stories
Nash	Verse
Nordoff	Mutiny on the Bounty
	Man Against the Sea
O'Hara	My friend Flika
O'Neill	Ah' Wilderness
Orwell	Animal Farm
Oursler	Father Flanagan of Boys Town
Paine	The Rights of Man
Palgrave	The Golden Treasury
Parkman	The Oregon Trail
Paton	Cry, The Beloved Country
Plato	The Dialogues
Plutarch	Lives of Noble Greeks and Romans
Poe	Tales
Porter	Short Stories
Portis	True Grit
Potok	The Chosen
Remarque	All Quiet on the Western Front
Roberts	Northwest Passage
Rolvaag	Giants in the Earth
Rostand	Cyrano de Bergerac
Sandburg	The People
	Abe Lincoln Grows Up
Saroyan	The Human Comedy
Scott	Ivanhoe
Shakespeare	Hamlet
	MacBeth
	Julius Caeser
	Romeo and Juliet
Shaw	Saint Joan
Sheridan	The Rivals
Shirer	The Rise and Fall of the Third Reich
Shute	On the Beach
Steinbeck	Grapes of Wrath
	The Pearl
Styron	The Confessions of Nat Turner
Swift	Gulliver's Travels
Thackery	Vanity Fair
Thoreau	Walden
Tolstoy	War and Peace
Verne	Around the World in Eighty Days
Wilder	Our Town
	Bridge of San Luis Rey
Wibberly	The House That Roared
Williams	The Wooden Horse
Wong	Fifth Chinese Daughter

List B

High Interest - Low Level Selections

Alderman	Samuel Adams
Barrett	Lilies of the Field
Bowden	Three on the Run
Beim	Trouble After School
Bishop	The Day Lincoln Was Shot
Bonham	Durango Street
Bontemps	The Story of the Negro
Brickhill	Reach for the Sky
Burdick	Fail Safe
Burger	The Inn of the Sixth Happiness
Burn	Gus Wilson's Model Garage
Burne	John Kennedy
Carson	Coach Nobody Liked
Carson	Court Clown
Carson	Hot Shot
Cassiday	Blast Off
Castex	Nightmare Rally
Clarke	Black Soldier
Clarke	The Big Road
Clarke	High School Dropout
Clarke	Roar of Engines
Cohen	Three Who Lured
Colman	Classmates by Request
Colver	Abraham Lincoln
Corbin	High Road Home
Daugherty	Daniel Boone
Daugherty	Ten Brave Men
Decker	Hit and Run
Donovan	PT 109
Dooley	Doctor Tom Dooley
Douglas	Freedom River
Douglas	Hunger for Racing
Ewiers	Sidney Poitier: The Long Journey
Fast	April Morning
Felson	Hot Rod
Fisher	My Cousin Abe
Forbes	Johnny Tremain
Ford	The Mystery of the Inside Room
Frank	The Diary of a Young Girl
Frankel	Pro Football Rookie
Garagioli	Baseball Is a Funny Game
Gault	Dirt Track Summer
Gelman	Baseball Bonus Kid
Gelman	Evans of the Army
Gelman	Football Fury
Gibson	From Ghetto to Glory
Gipson	Old Yeller
Gollomb	Tiger at City High
Graff	George Washington
Graham	South Town
Graves	John F. Kennedy
Griffin	Black Like Me
Gunther	Death Be Not Proud

Hall	Spirit of Robert F. Kennedy
Hansberry	A Raisin in the Sun
Hersey	A Bell for Adano
Heuman	Back Court Man
Hinton	The Outsiders
Hughes	Famous American Negroes
Hunter	Blackboard Jungle
Hyman	No Time for Sergeants
Jackson	Anchor Man
Jackson	Call Me Charley
Jackson	Charley Starts From Scratch
Jones	High Gear
Kaufman	Up the Down Staircase
Kennedy	Profiles in Courage
Kostka	Climb to the Top
Krumgold	Onion John
Latham	Sam Houston
Lee	To Kill a Mockingbird
Lord	Day of Infamy
Lord	Night to Remember
Maclean	Ice Station Zebra
Mantle	The Quality of Courage
Merrill	Push Cart War
Neville	It's Like This, Cat
Nolan	When Engines Roar
Olson	Bucket of Thunderbolts
Oursler	Father Flanagan of Boys Town
Peare	F.D.R. Story
Pearson	Pony of the Sioux
Piersall	Fear Strikes Out
Plimpton	Out of My League
Porter	Keeper Play
Portis	True Grit
Richter	The Light in the Forest
Richter	A Country of Strangers
Rourke	Davy Crockett
Rowan	The Story of Jackie Robinson
Rowan	Wait Till Next Year
Ruth	The Babe Ruth Story
Sands	My Shadow Ran Fast
Schaefer	Shane
Schoor	The Jim Thorpe Story
Serling	The President's Plane Is Missing
Shotwell	Roosevelt Grady
Sullivan	Wilt Chamberlain
Tunis	All American
Tunis	Silence Over Dunkerque
Verne	Around the World in Eighty Days
Verne	Journey to the Center of the Earth
Washington	Up From Slavery
Weber	Reany Malone
Werstein	The Long Escape
White	Up Periscope
Whitney	A Long Time Coming
Wibberly	The Mouse That Roared
Williamson	Trapped in Space
Zanger	The Long Reach

Additional High Interest - Low Level Titles

Auto Racing

Dragging & Driving	MacPherson
Great Auto Race, The	Carlson, R. & G.

Baseball

A Pennant for the Kremlin	Molloy
Amazing Mets, The	Mitchell
Babe Ruth Story, The	Ruth
Baseball	Topercer
Baseball Laughs	Masin
Baseball Spark Plug	Zanger
Baseball Stars of '66	Robinson
Baseball Stories	Owen
Baseball Wit & Wisdom	Graham & Hyman
Fence Busters	Bee
Fighting Southpaw, The	Flood
General Baseball Doubleday	Holzman
Greatest in Baseball, The	Davis
Highrockets	Tunis
Hillbilly Pitcher	Jackson
How to Star in Baseball	Masin
Junk Pitcher	Knott
Kid Comes Back, The	Tunis
Kid Who Batted 1,000, The	Allisor-Hill
Little League Victory	Bishop
My Greatest Day in Baseball	Carmichel
Nine Make a Team	Neigoff
1964 Major League Baseball Handbook	Anderson
Outfield Orphan	Archibald
Real Book About Baseball, The	Hopkins
Red-Headed Outfield, The & Other Baseball Stories	Grey
Relief Pitcher	Friendlich
Schoolboy Johnson	Tunis
Stan Musial	Broeg
Stan Musial	Robinson
Steady	Renicks
Strike Three	Bee
Today's Game	Quigley
Treasure at First Base	Clymer
Winning Pitcher	Porter
Wonder Boy	Heuman
World Series	Tunis
Yogi Berra	Trimble

Basketball

Backcourt Atom	Olgin, Joseph
Basketball Case Book, 1966-67	
Basketball for Boys	Orsborn

Basketball Player Handbook, 1964-65 & 1965-66	
Basketball Rules, 1965-66	
Basketball Rules, 19[illegible]-[illegible]	
Basketball Stars of [illegible]	Stainback
Break for the Basket	Christopher
Buzzer Basket	Bee, Clair
Champion of the Court	Verral
Coach Nobody Liked, The	Carson
Go Team, Go	Tunis, John
Hoop Crazy	Bee
How to Star in Basketball	Masin
So You Want to Play High School Basketball	Pink, Charles
Wilt Chamberlain	Sullivan
Boating	
Power and Sail	Lydgate
Bowling	
Strike	Clause & McBride
Young Sportsman's Guide to Bowling	Weber & White
Boxing	
How to Judge Boxing	Gilmer, Frank
Diving	
Pearl Lagoon, The	Nordhoff, Charles
Skin Diving	Dresner, Sim
First Aid - Anatomy	
American Red Cross First Aid Textbook	
Athletic Injuries	
First Aid	
How Your Body Works	Schneider, J.
Wonders of the Human Body	Ravielli
Football	
Bertie Comes Through	Felsen
Fighting Blood	Weliger
Fighting Coach	Jackson & Schulz
Football for Boys	Kuharich, Joe
Football Fun	Gelman
Great Teams of Pro Football	Smith
How to Star in Football	Masin
Kick-off	Fenner, P.
Micky's Football Team	Renick
Pro-Football Handbook	Anderson
Pro Football's Hall of Fame	Daley
Pro Quarter Back	Tittle & Liss
They Pay Me to Catch Footballs	McDonald
Touchdown for Tommy	Christopher

Hockey

Slashing Blades	Porter

Miscellaneous

Encyclopedia of Sports, The	Menke, F. G.
Great Sports Stories	Masin
Here's Why: Science in Sports	Barr
Hit Parade of Sports Stories	Friendlich, D.
How to Improve Your Sports (Series)	Athletic Institute
Outdoor Sports Stories	Furman
Where Speed is King	Hyde, M. & E.

Skiing - Soccer

No Head for Soccer	Harkins, P.
Skiing for Beginners	Brown, Conrad

Swimming

Collegiate Swimming Guide, 1962	
Life Saving & Water Safety	American Red Cross
Swimming & Water Safety	American Red Cross

Tennis

Tennis is My Racket	Riggs

Track

Comeback Guy, The	Frick, C. H.
Duel on the Cinders	Porter
How to Star in Track & Field	O'Connor

PROFESSIONAL READING LIST

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